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AUTHOR Kujawa, Duane
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ABSTRACT

The Academy of International Business is a world-wide organization that has been concerned with the development of international business for over 25 years. Its membership comes chiefly from academe, but also from business, government, and various international organizations. It has supported international business education through publications, competitions, and involvement with business schools. It has conducted a series of surveys on the status of international business courses and programs. The most recent of these studies, conducted in 1986, contains information about curricula in two categories of schools: those that are and those that are not members of the American Association of Collegiate Schools of Business. Member schools were surveyed for information on the institutional handling of international business programs; majors, minors, and course offerings in international business; establishment of international business centers or institutes; formal agreements with foreign schools, international options; and faculty specialties. Nonmember (foreign) schools were surveyed for data on: (1) graduate and undergraduate specialization areas; (2) language of instruction; (3) numbers of full- and part-time faculty and students; and (4) the existence of faculty and student exchange programs. (MSE)

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INTERNATIONALIZATION OF MANAGEMENT EDUCATION

A Status Report on Trends, Strategies and the Extent
of Internationalization in Business Schools,
with Special Emphasis on the Role and Programs of
the Academy of International Business

by

DUANE KUJAWA

Immediate Past President, Academy of International Business
and

Professor of International Business
Director, International Business & Banking Institute
School of Business Administration
University of Miami
Coral Gables, Florida 33124 U.S.A.

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The Academy of International Business conducted its 26th annual meeting in New York in October 1985. The meeting, which was attended by over 400 educators and scholars concerned with the multi-faceted dimensions of international business, marked the beginning of the Academy's second quarter-century of professional service.¹ In the first 25 years, both the Academy and the "field" of international business grew and developed significantly. As expected, the Academy and the field are considerably inter-related. Indeed, the scholarly definition of the field and the promotion of international business, both institutionally among business schools and conceptually as an integrative discipline, have constituted the prime mission of the Academy since its inception in 1960.

Various products and programs have been put in place by the Academy in support of this mission. The most recent of these -- the 1986 survey of international business curricula and programs at business schools worldwide -- provides information of special relevance to attendees at a conference such as this. The results of the 1986 survey will be covered in considerable detail in this paper. As a preface to this, however, let me first introduce the Academy to you in a more specific way.

The Academy of International Business

The Academy of International Business is a world-wide organization with more than 1,700 members in more than 50 countries. The vast majority of the membership is from academe, but there is some representation from business, government and international organizations. About 80 percent of the members

reside in the United States, 5 percent in Canada and 15 percent elsewhere. Reflecting the growth of the field of international business, membership in the Academy has more than doubled during just the last eight years. It is up by a factor of six since 1970!

The definition of any field, of course, finds its genesis in scholarly research -- and many of the Academy's programs support the development and dissemination of scholarly research. The Journal of International Business Studies, published jointly by the Academy and the University of South Carolina, is one of the Academy's major research-support instruments. It is also clearly the premier academic journal in the field. Over 160 papers were presented by Academy members at the 1986 annual meeting in London. Most of these reported on scholarly research. A similar situation was evidenced at the last international meeting (Singapore, 1984) where 125 papers were presented. In addition, regional meetings are routinely held in areas ranging from the U.S. Northeast, to Hong Kong and the United Kingdom. These provide additional outlets for scholarly research. The Academy also conducts an annual dissertation competition which results in the recognition of the "dissertation of the year" and the inclusion of papers by the four finalists on the annual meeting program.

From an institutional perspective, the Academy has supported the development of international business education in several ways. To illustrate, the President of the Academy is an ex_officio member of the International Affairs Committee (IAC) of the American Assembly of Collegiate Schools of Business (AACSB).

This provides for clear communications channels between business-school deans and business-school faculty on topics and issues related to internationalization. It also facilitates the establishment of mutually beneficial support mechanisms. For example, the IAC has sponsored several workshops over the past few years to develop faculty expertise in the teaching of international business-type courses. Workshop participants have been faculty members concerned with the need to develop teaching expertise in the international area. The Academy has provided for the on-going management and faculty staffing for these programs. Similarly, the AACSB-sponsored programs on "internationalization strategies" for business school deans have benefitted from substantial inputs, during both the planning and implementation phases, from the Academy and its members.

There is no doubt the "worldwide dimensions of business" guideline imposed by the AACSB in its accreditation standards has done much to expand university-level education in international business. Over the years, the Academy, via IAC participation and in numerous other ways (including the encouragement and presentation of scholarly research), has been closely related to the development, acceptance and articulation of this standard.

In support of its institutional development mission objective, the Academy periodically surveys business schools on the status of their international business courses and program developments. The first of these surveys was conducted by Vern Terpstra in 1969, the second by John Daniels and Lee Radebaugh in

1974, the third by Robert Grosse and Gerald Perritt in 1980 and, the fourth and latest, by John Thanopoulos and Joseph Leonard in 1986.

As might be expected, the content of these surveys has evolved as the field itself has developed. Terpstra's 1969 survey, "University Education for International Business," for example, presented the catalogue descriptions of international-type courses offered at the 95 U.S.-based business schools that responded. It also included two matrices: one showing the levels at which the respondents offered courses in international business; the other cross-referencing those courses by subject matter and by school. This 1969 study responded to the Academy's interest in developing information on the nature and type of international business courses being offered.

The 1974 Daniels and Radebaugh "International Business Curriculum Survey" focussed more on the placement of international business within degree programs, the placement of international business faculty within business school organization structures, whether or not international business could be taken as a separate major or minor and which, if any, international-type courses were required of students. Programs at the 261 schools that participated in this survey were discussed and compared -- including 58 from schools in 14 countries outside the United States.

Grosse and Perritt's 1980 "International Business Curricula: A Global Survey" followed, by six years, the AACSB's new "worldwide dimensions" accreditation standards and sought to document the substantial increase in international business

course offerings at U.S. schools, as well as what many thought was a substantial incidence of international business course offerings at non-U.S. schools. One intent here was to demonstrate how international business had succeeded as a "new product" of the earlier two decades; another was to profile the configuration international business was taking on as it was maturing academically and organizationally at the onset of the 1980s. A total of 380 schools with international business courses participated in the survey. Of these, 108 were located outside the United States.

The 1986 survey conducted by Thanopoulos and Leonard, also titled "International Business Curricula: A Global Survey," had to accommodate the considerable growth that had taken place in international business education during the first half of the 1980s. Much of this growth had taken place outside the United States. Some of it had been manifested in developments such as the establishment of international business institutes and centers and the development of faculty and student exchange programs among schools in different countries. The 1986 survey reported on these items, and others, in considerable detail. It presents findings covering 384 U.S.-based business schools and 294 institutions concerned with business education in 51 other countries. Our discussion now turns to the results of this survey.

Results of the 1986
"International Business Curricula: A Global Survey"

The results of the 1986 survey are presented in two major

parts; one dealing with AACSB-member schools (mostly U.S., with some Canadian and but a few others); the other with non-AACSB schools (essentially non-U.S.).

For the AACSB-member schools, topics on which responses were solicited included the institutional handling of international business programs; major, minor and course offerings in international business; the establishment of international business centers or institutes; formal agreements with foreign schools and "international options." In addition, detailed listings, including the names of contact persons, are presented for institutes and centers of international business education and for the AACSB-member schools participating in the study. Listings of faculty by major subject area are also presented, as are detailed matrices showing international business course offerings and other information school by school.

For the non-AACSB schools (referred to hereafter as foreign schools), responses were collected on the content of undergraduate and graduate programs, as well as language of instruction, the number of full-time and part-time faculty and of students and whether or not there are faculty and student exchange programs. All these data are displayed, school by school, in a summary matrix. There are also special sections on exchange programs listing aims and contact persons and on the name and addresses of those participating in the survey.

The AACSB-Member Schools

International Business Programs

Data on the handling of international business programs as

evidenced in both the 1980 and 1986 surveys are presented in Table 1. The data from the two surveys are not quite comparable, however, since the 1980 survey allowed but a single response

Table 1

HANDLING OF INTERNATIONAL BUSINESS PROGRAMS
AACSB-Member Schools
(Percentage of Respondents)

	1980 <u>Survey</u>	1986 <u>Survey</u>
In an International Business Department	9%	5%
In another Department	19	25
International Business Material Incorporated into Functional Courses	29	67
Functional Faculty Teach Specific International Business Courses	40	64

Note: The 1986 survey allowed multiple responses.

Source: 1986 Survey, p. 17.

whereas the later one allowed multiple responses. Nonetheless, the data do show a decline in the incidence of international business departments responsible for international business programs and an increase in the number of international business programs being administered out of "other" departments. (Note the two categories of international business department and another department are mutually exclusive categories in both surveys.) One interpretation here might involve the nature of the promotion and tenure decision-making process and its typical

functional stratification. Traditional departmental structures, with their scholarly legitimacy well established and their concerns over budgets and "turf" well defined, have been found, in some cases, to be relatively intolerant regarding the emergence of international business as an academic entity. The 1986 survey found high levels of international business material being covered in functional courses and of functional faculty teaching international business. Neither finding is unexpected given the nature of the subject matter pertinent to the functional areas and the existence of faculty expertise pertinent to international business in the functional areas.

Majors, Minors and Course Offerings

Table 2 displays the data pertaining to majors, minors and international business course offerings at the respondent schools. International business can be taken as a major at a reasonably large percentage of the schools. The incidence of the offering of such a major was more evident at the graduate level. One rationale for this is that the MBA degree itself is typically seen as a general management degree and, within this context, the cross-functional, integrative nature of international business may be judged as beneficial. Also, at the undergraduate level, there may be some resistance to having international business majors since many firms do not recruit international business graduates. They recruit in the traditional functional areas and schools are concerned that their majors have skills that are salable in the job market.

When comparing the 1980 and 1986 surveys on these topics, it

Table 2

CURRICULUM CONTENT RELATED TO INTERNATIONAL BUSINESS
AACSB-Member Schools
(Percentage of Total Respondents in Each Category)

	<u>Undergraduate Program</u>	<u>Graduate Program</u>
International Business Major	22%	31%
International Business Minor	17	15
International Major in Conjunction with a Functional Area	9	8
International Minor in Conjunction with a Functional Area	9	8
Foreign Language Required for International Business Studies	22	11
Foreign Language Recommended International Business Studies	22	14
International Accounting Course	20	24
International Business Course	54	50
International Economics Course	61	46
International Finance Course (macro)	40	45
International Financial Management Course	31	40
International Business Law Course	11	18
International Management Course	33	43
International Marketing Course	68	61
Course on Multinational Corporations	14	22

Note: Course listing is of courses offered.

Source: 1986 Survey, pp. 12 - 13.

is clearly evident there has been considerable growth in the incidence of respondents offering international business majors at the graduate level, as well as international business minors at both levels. In fact, the 1986 results indicate an incidence fully double that reported earlier for each of these three categories. Interestingly, at the undergraduate level, the incidence of international business as a major was essentially identical in both surveys. There has been no growth these past six years regarding the (net) number of respondents offering undergraduate international business majors.

A foreign language was either required or recommended at 44 percent of the undergraduate respondents. This may seem like a high percentage, but in some ways it is not. Consider, for example, that most undergraduate programs require a two-year liberal arts preparation for upper-division business courses. This liberal arts experience could easily include a foreign language component. Indeed, liberal arts faculty often lobby for such. Also, research on business preferences invariably notes the advantages of language and cultural studies as important components in preparation for international business.²

International-type courses offered at half or more of the respondents included international business, international economics, and international marketing at the undergraduate level. Two of these -- international business and international marketing -- were offered at the graduate level at half or more of the respondents. The relative "popularity" of international business and international marketing appears quite reasonable. Many schools appear to have included an international business

course in their core requirements to assure compliance with the AACSB accreditation standard. Also, the course is traditionally seen as a popular elective. International marketing courses are also seen as traditionally popular -- especially from an export marketing perspective and the fact that many of today's international marketing courses have long been offered, in many cases originally as international trade or exporting courses. In all, six different international-type courses were identified at both levels as being offered at over 30 percent of the respondents. This indicates a fairly decent breadth of offerings -- but with considerable room to grow. Interestingly, the 1986 study also reported a large number of international-type courses (at 20 percent of the undergraduate and 24 percent of the graduate respondents) that fell below the 10 percent cutoff rule used by Thanopoulos and Leonard for inclusion in the tabular results (as shown in Table 2 above).

International Business Institutes or Centers

Sixty of the responding institutions, nearly 16 percent of the total, reported the existence of specialized international business institutes or centers. Nine respondents reported two or more such institutes. The 1986 survey listed each institute and its director and coded each institute according to university affiliation. Seventeen of these institutes were identified as international studies centers; ten as area studies centers. This leaves 43 institutes that were identified in some way as related to international business research and/or education. No comparable statistics have been developed for prior years or via

other surveys. The total, however, appears impressive!

Judging from my own personal experience at three universities with international business institutes, the role and function of an institute can vary considerably. The institute can be a quasi-department with control over course offerings, faculty recruiting, student enrollments, etc. It can be purely an executive development vehicle. It can be a research institute concerned with research funding, project management and publications. Surely there are even other models.

Formal Agreements with Foreign Schools

A total of 129 AACSB-member schools reported formal agreements with schools outside of their home country. These included a total of 123 agreements with schools in countries located within the European Economic Community, 74 in Far East countries, 10 in countries in South America and the Caribbean, nine in Eastern Bloc countries and one in an African country. (Note that respondent schools can report more than one agreement.)

Table 3 displays the survey results on this topic for the top 15 countries. Note should be made of the high position of the People's Republic of China (31 agreements) -- a perhaps unexpected development in light of the recentness of the China-U.S. rapprochement permitting such agreements. Most of the larger, market-based countries of the West are included in the top 15. Certainly establishing business school linkages between schools in countries with similar market characteristics and development levels makes sense. There are obviously other

Table 3
 AGREEMENTS WITH FOREIGN SCHOOLS
 AACSB-Member Schools

<u>Country_Location_of_Foreign_School</u>	<u>Number_of_Agreements</u>
France	40
England	34
People's Republic of China	31
Japan	28
West Germany	15
Mexico	12
Spain	9
The Netherlands	8
Switzerland	7
Belgium	7
Italy	7
Canada	6
Australia	5
Sweden	5
Greece	5

Source: 1986 Survey, P. 103.

reasons too, such as geographical proximity (e.g., Mexico) and cultural affinity (e.g., Greece and Sweden, perhaps).

Unfortunately, only sparse data were collected in the 1986 survey which presented details regarding the nature of these formal agreements. The reasonable expectation, however, is that these agreements would usually cover student and faculty exchanges. The precise nature of such exchanges regarding tuition payments, credits granted and faculty salaries remains unknown, however.

This section presents formal agreements with foreign schools as reported by AACSB schools. Note should also be taken that these agreements were also made by the foreign schools. Viewed in this perspective, one could observe that non-AACSB schools made formal agreements with 129 AACSB schools, and that the foreign schools represented institutions in 44 different countries outside the United States. What is not reported in these data is the number of agreements by foreign schools with other non-U.S. schools.

International Options

About 40 percent of the respondents reported they occasionally offered short courses or roundtables on international business topics. Only 10 percent reported offering these on a regular basis.

Over a third of the respondents reported they tried to get grant support for their international business programs during the past three years. Only about one in ten were successful, however. This is about consistent with the experiences of the

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U.S. Department of Education with its "Business and International Education" grant program. Typically 10 to 15 percent of those who prepare and submit proposals are successful.

One-fifth of the respondents noted they have international business internship programs. The nature of these programs was not explored, however. They could range from a full six-month overseas employment experience, such as required in the University of South Carolina's Master of International Business Studies (MIBS) program, to a three-credit, directed studies experience involving a business firm.

At 8 percent of the respondents, committees composed of business community representatives advise the schools on their international business programs. This is a disturbingly low statistic for an important and growing program like international business. It is also a disturbing statistic for a professional school to have to live with.

Directory-type Information

In addition to what has already been discussed, the 1986 survey also presented considerable information of a "directory" nature. This included matrices on general information, the undergraduate programs and the graduate programs. Appendix A displays samples of this information.

The Foreign Schools

Undergraduate Programs

Table 4 presents data collected on the undergraduate business specialization areas at the foreign schools

Table 4
 UNDERGRADUATE SPECIALIZATION AREAS
 Non-AACSB Schools

<u>Specialization Areas</u>	<u>Percent of Respondents</u>
Accounting	86x
General Business Administration	82
Economics	71
Finance	68
Marketing	62
Statistics	60
Management Information Systems	45
Behavioral Studies (or Personnel)	44
Production	36
International Business	31
Public Enterprise	26
Entrepreneurship	20
Transportation	14
Real Estate	5

Source: 1986 Survey, p. 137.

participating in the 1986 survey. These areas included what are typically considered to be within the domain of business schools.

The data in Table 4 are based on information received from 227 respondents. They show "specialization" areas which appear to be the logical equivalent of majors in the AACSB-member schools. That being the case, international business appears more evident at the foreign schools than at the U.S. schools at the undergraduate level. Indeed, the difference is of a magnitude of nearly 50 percent. This appears reasonable in light of the differences between the U.S. and non-U.S. economies regarding the incidence of international trade and business compared to the economy as a whole.

It is likely international business has grown recently as a major field. A 1978 survey by Altman, Kujawa and Sutija of deans that are member schools in CLADEA and EFMD (respectively, Latin American and European business school organizations concerned with business education) reported 88 percent of the respondents felt international business would be receiving increased emphasis over the next decade (i.e., during 1978-1988).³ The present findings suggest that has been the case. As with the U.S. schools, though, it appears international business, as a major area of study at non-U.S. schools, certainly has room to grow.

Graduate Programs

Table 5 presents data that were collected from the non-U.S. schools regarding their graduate-level programs. The data, which are based on a total of 294 responses, show international business to be available as a specialization area at 30 percent of the

Table 5
GRADUATE SPECIALIZATION AREAS
Non-AACSB Schools

<u>Specialization Area</u>	<u>Percent of Respondents</u>
General Business Administration	65%
Finance	52
Accounting	51
Economics	51
Marketing	49
Statistics	44
Behavioral Studies (or Personnel)	40
Management Information Systems	36
International Business	30
Production	30
Public Enterprise	25
Entrepreneurship	20
Transportation	10
Real Estate	4

Source: 1986 Survey, p. 138.

schools. This is essentially the same as found at the U.S. schools. As discussed above regarding the undergraduate programs, it appears reasonable that there has been recent growth in international business as a major field during the past few years.

Language of Instruction

English was the language of instruction at over half the the responding schools. French and Spanish were the next most popular. The data on language of instruction are presented in Table 6.

Table 6

LANGUAGE OF INSTRUCTION Non-AACSB Schools

<u>Language</u>	<u>Percent of Respondents</u>
English	46%
French	9
Spanish	9
German	6
English & Another Language	5
Japanese	3
Portugese	2

Source: 1986 Survey, p. 136.

The popularity of English reflects several factors. Many of the respondent schools were in English-speaking countries, for

instance. Also, English is generally regarded as the language of business. More teaching materials are available in English than in any other language.

Directory-Type Information

As with the U.S. schools, the 1986 survey presented a considerable amount of directory-type information. This includes information, presented in matrix form, on each school's programs, numbers of students and faculty, etc. The format is identical to that presented for a sample of the U.S. schools in Appendix A.

The survey of foreign schools also included a special section on the aims of foreign schools seeking exchange programs and the names and address of the appropriate contact people. A total of 195 schools responded on this matter -- a response rate of 66 percent! "Exchanges" sought ranged from faculty and student exchanges and research cooperation to the establishment of joint degree programs. Appendix B contains a sample of the listings in the survey regarding exchange programs.

Concluding Comment

The Academy of International Business has long been deeply concerned with the development of the field of international business. It continues to express this concern in substantial and constructive ways -- one of the most significant being its sponsorship and publication of the periodic curricula surveys. The 1986 survey is rich with data and information which will invariably be of value to a variety of audiences -- professors, deans, publishers, etc. I hope those who use the survey let us

know their opinions on it and share with us their thoughts on how the Academy can better serve their interests in the future.

ENDNOTES

¹
The Academy's first quarter-century of service is richly detailed in John Fayerweather, A History of the Academy of International Business from Infancy to Maturity: The First 25 Years, "Essays in International Business," Vol. 6 (Columbia, S.C.: College of Business Administration, the University of South Carolina, 1986).

²
See, for example, R. L. Tung, "Selection and Training of Personnel for Overseas Assignments," The Columbia Journal of World Business, Vol. 16, No. 1 (Spring 1981), pp. 68-78.

³
Steve Altman, Duane Kujawa and George Sutija, "A Survey of Academic Deans in the U.S., Europe and Latin America on Trends in Management Education over the Next Decade," paper presented at the Annual Meeting of the Academy of International Business, Las Vegas, June 1979.

Appendix A

**"DIRECTORY-TYPE" INFORMATION
AACSB Schools**

The following pages present general information concerning the AACSB responding schools. There are fifteen columns presenting the following information:

- #1 The code number of the school.
- #2 There is an (X) if the school has an International Business Department.
- #3 There is an (X) if the school's international business program is handled as an area of a department.
- #4 There is an (X) if at the corresponding school international business material is incorporated into functional courses.
- #5 There is an (X) if functional area faculty members teach specific international business courses.
- #6 There is an (X) if there is an International Business Director/Coordinator.
- #7 There is an (X) if "other" arrangements exist to handle the international business program in this school.
- #8 There is an (X) if there is an international business program but not within the College of Business Administration.
- #9 There is an (X) if the corresponding school does not offer any course with international orientation in the College of Business Administration (CBA).
- #10 The undergraduate full-time equivalent student enrollment in the CBA for the 1984-85 academic year.
- #11 The undergraduate full-time equivalent student enrollment in the CBA for the 1981-82 academic year.
- #12 The masters full-time equivalent student enrollment in the CBA for the 1984-85 academic year.
- #13 The masters full-time equivalent student enrollment in the CBA for the 1981-82 academic year.
- #14 The doctoral full-time equivalent student enrollment in the CBA for the 1984-85 academic year.
- #15 The doctoral full-time equivalent student enrollment in the CBA for the 1981-82 academic year.

		#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15
23	Adelphi University	001		X	X											
	Air Force Institute of Technology	002		X	X	X										
	University of Akron	003			X	X	X				2305	2260	318	335		
	University of Alabama	004			x	x					3136	3917	230	200		
	Alabama A&M University	005			X	X					915	830	258	316		
	Alabama State University	006				X	X				704	797				
	University of Alaska at Anchorage	007			X	X	X	X			505		89			
	University of Alaska	008		X	X	X	X				500	400	50	50		
	University of Alberta	009		X		X					1000	1000	100	100	7	
	Alfred University	010						X			10					
	American College	011								X						
	American Graduate School of Int'l Mgt.	012							X				1040	950		
	American International College	013	X								25					
	American University	014	X			X	X				1200	1000	600	450		
	Appalachian State University	015			X		X				3000		100			
	University of Arizona	016			X						4898	5398	414	475	118	84
	Arizona State University	017				X	X				10000		1000		200	
	University of Arkansas at Fayetteville	018			X	X					3598	3856	279	251	79	100
	University of Arkansas at Little Rock	019			X	X					2000	2000	75	35		
	University of Arkansas at Monticello	020							X							
	Arkansas Tech University	021			X						800	620				
	Athabasca University	022							X							
	Atlanta University	023				X							190			
	Auburn University	024		X		X	X				3200	2700	50	60	10	
	Auburn University at Montgomery	025						X			1947	1706	161	229		
	Augusta College	026			X						800	770	200	180		
	Babson College	027		X	X	X	X				1400	1300	760	750		
	Ball State University	028		x	x	x	x	x			4677		141			
	University of Baltimore	029			X	X	X				944	1011	469	476		
	Baylor University	030			X	X					2600	2000	96	65		

The AACSB SCHOOLS: UNDERGRADUATE PROGRAMS

The following pages present the undergraduate programs of the responding AACSB schools. There are seventeen columns presenting the following information:

- #1 The code number of the school.
- #2 There is an (X) if there is an international business major.
- #3 There is an (X) if there is an international business minor.
- #4 There is an (X) if there is an international major in conjunction with functional area(s).
- #5 There is an (X) if there is an international minor in conjunction with a functional area.
- #6 There is an (X) if a foreign language(s) requirement for international business exists.
- #7 There is an (X) if a foreign language(x) recommendation for international business exists.

The following questions refer to specific course offerings. A number refers to the number of sections offered for this course during the 1984-85 academic year. An (X) signifies that the course is in the bulletin, but not offered.

- #8 International Accounting.
- #9 International Business (general, overview).
- #10 International Economics.
- #11 International Finance (macro-finance).
- #12 International Financial Management.
- #13 International Business Law.
- #14 International Management.
- #15 International Marketing.
- #16 Multinational Corporations.
- #17 There exist "other" course offerings, signified by an (A). Refer to Appendix A for the complete questionnaire.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17
Adelphi University	001						x		4								
University of Akron	003		x				x		x			2	2	x	3	2	
University of Alabama	004		x			x	x	1	1	4	2		x		1		A
Alabama A&M University	005							2	4	2	2		5	5	3		
Alabama State University	006					x			1								
University of Alaska at Anchorage	007									x		x					
University of Alaska	008	x				x		x	x	x	x				x		
University of Alberta	009								x			x	x				
Alfred University	010			x	x		x			x	x				x		
American International College	013	x				x		1	1	1	1			1	1	1	
American University	014	x		x		x		1	7	2	2	2	1	1	2	1	
Appalachian State University	015		x					x	x	x	x		x	x	x		A
University of Arizona	016						x			x	x	x			x		
Arizon State University	017		x						3	4	2			5	1		A
University of Arkansas at Fayetteville	018									2	x						
University of Arkansas at Little Rock	019							x							x		
Auburn University	024	x				x				1		1		1	1		
Auburn University at Montgomery	025								x								
Augusta College	026								1	x							
Babson College	027		x		x		x		x	x	x	x		x	x		
Ball State University	028				x		x			1	4	1	1	1	3		A
University of Baltimore	029							x		1		1			1		A
Baylor University	030	x					x			2	2	1		1	3		
Beaver College	031									1					1		
Bellarmino College	032		x							1	1				1		A
Bemidji State University	033								x								
Birmingham-Southern College	034	x				x			x	x					x		
Bloomfield College	035								x								
Bloomsburg University	036									2	1	1			1		
Boston College	037						x						3	1			

The AACSB SCHOOLS: MASTERS PROGRAMS

In the following pages the masters programs of the responding AACSB schools are presented. There are seventeen columns presenting the following information:

- #1 The code number of the school.
- #2 There is an (X) if there is an international business major.
- #3 There is an (X) if there is an international business minor.
- #4 There is an (X) if there is an international major in conjunction with functional area(s).
- #5 There is an (X) if there is an international minor in conjunction with a functional area.
- #6 There is an (X) if a foreign language(s) requirement for international business exists.
- #7 There is an (X) if a foreign language(s) recommendation for international business exists.

The following questions refer to specific course offerings. A number refers to the number of sections offered for this course during the 1984-85 academic year. An (X) signifies that the course is in the bulletin, but not offered.

- #8 International Accounting.
- #9 International Business (general, overview).
- #10 International Economics.
- #11 International Finance (macro-finance).
- #12 International Financial Management.
- #13 International Business Law.
- #14 International Management.
- #15 International Marketing.
- #16 Multinational Corporations.
- #17 There exist "other" course offerings, signified by an (A). Refer to Appendix A for the complete questionnaire.

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17
Adelphi University	001								2	1	1	1			1		A
University of Akron	003	x				x	x	x	x			2		x		2	A
University of Alabama	004		x				x		1	1	1			1			
Alabama A&M University	005								2	1	1	1	1	2	1		
University of Alaska at Anchorage	007								x								
University of Alberta	009								x			x	x				
American Graduate School of Int'l Mgt	012	x				x		6		8	25	9	2	10	30		A
American University	014	x						1	2	1	1	2	1		1		
University of Arizona	016									x	x	x	x		x	x	
Arizona State University	017		x						1	2	1						A
University of Arkansas at Fayetteville	018									1	x			1	1		
Atlanta University	023							x	x		x				x		
Auburn University	024											1		1			
Augusta College	026								1	x							
Babson College	027	x		x		x		x	x	x	x	x		x	x	x	
Ball State University	028				x		x			1	2	1	1	1	1		A
University of Baltimore	029	x								1		1	x		1	1	A
Baylor University	030	x				x				1		1			1		
Bellarmino College	032		x							1	1				1		A
Boston College	037												1	1	2	1	
Boston University	038							x	4		2			1	1		
Bowling Green State University	039	x					x		x		x					x	
Brigham Young University	040				x	x		1		1		1	1		1		A
University of British Columbia	041	x	x						x	x	x	x		x	x		
Bryant College	042									x							
University of California at Berkeley	044						x		2	2		3		2			A
University of California at Riverside	046										1			1	1		
California State University at Stanislaus	048								1						1		
California State University	052										x						
California State University at Los Angeles	053	x						x						2	3		

Appendix B

EXCHANGE PROGRAMS SOUGHT
Non-U.S. Schools

- AC04 The University is in the process of establishing a masters program in Accounting and also in Business Administration and would be interested in student and faculty exchange programs. Contact persons: Jose Maria Martins Mender (or) James Edson Young at Universidade de Fortaleza, Centro de Ciências Administrativas.
- AC05 To share professional experiences and technical business administration programs in order to improve know-how. Contact person: Jose Joaquim Cruz Filho, NDE - Coordenator - P.O.Box 331, University Campus, Universidade Estadual de Maringa, 87100, Maringa, Parana, Brazil.
- AC08 No description of objectives. Contact person: Lic. Jose Angel Chacon, Escuela Administration de Negocios, Universidad de Costa Rica, San Jose, Costa Rica.
- AC10 1) To establish contacts with colleges of Business Administration in other countries. 2) To exchange thoughts and ideas with members of the faculty of those colleges. 3) To be conversant with advanced courses and recent developments in Business Administration. 4) To bring about qualitative improvement in teaching in our college. Contact person: Dr. C. G. Vaidya, Principal, B. M. College of Commerce, Pune - 411004, India.
- AC11 Faculty and student exchange programs. Contact person: Hong Jun-Jan, Department of International Economics, Economics College, Peking University, Beijing, P.R.C.
- AC12 Ancient management history of China and Management of recent China are the graduate courses that we are going to introduce abroad and accept students from abroad. Contact person: Professor Chen Bing-Fu, Management Department, Nankai University.
- AC13 1) To provide opportunity for faculty or student exchange at both undergraduate and postgraduate levels. 2) To collaborate in research. 3) To secure training opportunities for postgraduate training for staff and alumni. Contact person: Dean, Faculty of Business Administration, University of Lagos, Yaba, Nigeria.
- AC14 For faculty development and promote brotherhood. Contact person: Dean Ofelia S. Vega, Aquinas University, Legazpi City, Philippines.